



Today & Yesterday

Newsletter of the Department of History

Volume 41, Summer 2017

The changing face of history education and the teaching profession

By Linda Spencer and Christine Varqa-Harris

Since the History Department initiated its History-Social Sciences (H-SS) Education major decades ago, graduating teachers have entered classrooms



in constant flux due to the emergence of new technologies, ebbs and flows in state funding and resources, revisions to testing requirements and evaluation methods, and shifts in curricular priorities and district mandates. They have also faced the challenges of convincing students of the relevance of history to their own lives and countering the view that history is simply about explanations or that it is not a feasible means to a career. These are most prominent among the trials cited by recent graduates now teaching in the classroom, alumni teaching and serving as cooperating teachers for the History Department, and current and past program directors with whom we had the pleasure of speaking. Together, they offered a sense of change over time in the classroom and within the student body, the value of their preparation at Illinois State University for managing these, and general qualities essential for anyone interested in teaching. That includes an ability to learn through practice so as to successfully manage both shifts in the profession and

classrooms peopled by individuals who bring their own experiences and modes of learning. As one interviewee shared, “My training at ISU gave me tools to be successful, but each second of each class is different for each student so you must improvise a lot.”

In the classroom

Especially cognizant of recent changes in the classroom were the new teachers with whom we spoke: Chris Pendergast '12 (Minooka High School), Andrew Goveia '13 (Metcalf Elementary School) and Samantha Siemiawski Stirn '12 (Romeoville High School). While all recognized ISU for preparing them well academically, the increasing prominence of technology in the classroom is something they had to tackle individually. One interviewee stated that technology could sometimes be “a huge distraction,” but acknowledged that it was also useful enough that they “love incorporating it into lessons.” In a similar vein, one new teacher cited its potential for locating materials from “primary resources to simulations that help students understand ... historical events” and “make education more effective, stimulating, and fun.” Cooperating teachers attribute this



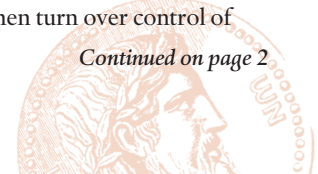
enthusiasm to the fact that teachers of the millennial generation have a knack for technology and thus approach it as a creative force in the classroom.

Like the classroom, the student body, too, has changed, and this is a trend cited by the longtime teachers we interviewed – Kelly Keogh, M.S. '95 (Normal Community High School) and John Bierbaum, M.S. '09 (Normal Community West High School). They noted, for example, that high school students are doing more now than ever before, including taking Advanced Placement classes and/or dual-credit courses, acquiring vocational training through various in-school programs, working part-time, participating in clubs and teams, and doing community service. Yet despite their attention being divided, our veterans indicated, students who enjoy learning are an enduring feature of the classroom.

Preparation-improvisation/ training and practice

What of preparation for the changing classroom? According to one of our cooperating teachers, student-teachers entering the classroom today appear to be better read on learning models and assessment strategies. While this is something that they might take upon themselves independently, as Keogh stated, the role of cooperating teacher has changed “dramatically,” especially since he was a student-teacher in 1984. As he recalls, the “standard approach” at that time “was for the cooperating teacher to ‘model’ the classroom atmosphere and expectations ... for two weeks and then turn over control of

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Final letter from the chair, Anthony Crubaugh

Founded in 1965-66 with the spinoff of specific disciplines from the Social Sciences Department, History celebrated its 50th anniversary during Homecoming in fall 2016. As I conclude my eighth and final year as chairperson—and despite Illinois' budget woes, as well as the challenges facing the humanities and social sciences in a culture that increasingly conflates a university education with vocational training—I can assert confidently that ISU History continues to thrive after half a century.

Following are just a few signs of History's vitality. *Healthy Enrollment:* with approximately 450 majors, ISU has the largest undergraduate History program of any university in the state. *A Noble Mission:* In keeping with our historic mission to train future social sciences instructors, two-thirds of undergraduates are enrolled in the History-Social Sciences Education program. These aspiring educators maintain a rigorous 3.0 GPA in order to student-teach, and they have had a 100 percent pass rate on the state of Illinois' high-stakes teacher certification test (edTPA)—signifying that the quality of our program matches its size. *Successful Students:* Five History students since 2010 have been named Bone Scholars (ISU's highest undergraduate honor), and in fall 2017 History will have five Presidential Scholars (the most prestigious award for incoming first-year students). Our students regularly gain admittance into prestigious graduate and law programs, and they fare well in the

job market for teachers. *Faculty/Staff Accomplishments:* Twenty-nine History faculty or staff members have won major university or college teaching, research, and service awards since 2010. During that same span ISU historians have published over 30 books. *Role in the University:* History teaches 3,000 students per year in general education sections. Our courses contribute to 14 different interdisciplinary minors, four of which are housed in the department (as is a new interdisciplinary major in European Studies). *Visibility and Outreach:* History frequently sponsors events aimed at scholars and the general public. Among them in 2016-17 were three talks in the University Speaker Series and three major conferences. *Beyond Schroeder Hall:* A chapter of Phi Alpha Theta, the History Club, study abroad programs, internships, field trips, guest speakers—all ensure that our students benefit from exciting co-curricular opportunities. *Committed Alumni and Donors:* From 2010 to 2017 donors funded eight new scholarships (five endowed), whereas general contributions have funded \$500 study abroad scholarships for every student who has applied.

This list barely scratches the surface but suffices to suggest why I have been so proud to chair the History Department these eight years. To alumni, friends, faculty, staff, and especially students who have contributed so valuably to our collective intellectual endeavor: thank you!

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the class entirely to the student-teacher ...” He elaborated, “The only feedback I received from either my cooperating classroom teacher or the university supervisor consisted of a midterm observation and evaluation and a concluding evaluation.” In response to the increasing expectations of the profession, our program currently requires 16 weeks of student-teaching even though the state expects only 12 weeks of such training.

Alongside hands-on experience, the fact that our History Education faculty members have been classroom teachers also benefits our student-teachers entering their own classroom. Insisting that they encounter both theory and practice ensures that they are best equipped to balance the preparation and improvisation demanded of teaching—including the ability to react effec-

tively when a planned lesson goes awry for reasons ranging from technological problems to incidences of poor engagement. Evinced the advantages of the multifaceted training that our H-SS Education program provides, one former student stated, “ISU prepared me very well for the real teaching world, providing a strong content base and the ability to engage students in diverse and exciting lessons.”

The best teachers never stop combining the content and pedagogical knowledge they acquired with ongoing experience in the classroom, and as our new and veteran teachers agreed, those who are well-versed in the fundamentals and plan each lesson with a goal in mind are best able to improvise. One interviewee vividly illustrated this in the following account:

“When I taught high school students, I always had more than one section of U.S. history ... (and) the two sections often reacted differently to plans I had made, especially to questions I posed. ... That becomes even more complicated when students ask questions and are involved in discus-

Today & Yesterday

Summer 2017—Volume 41
Published Annually

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Normal, IL 61790-4420

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sions and analyzing sources. Teaching is often being willing to make tactical and artful adjustments.”

Conveying the past, connecting with the present, and creating citizens of the future

While instructors of all subjects face challenges like the ones outlined, those who teach history encounter ones specific to the discipline. Special insight into the issues that arise among history teachers, how these might be overcome, and the rewards of doing so was provided by three directors of our History Education program: Professor Emeritus Fred Drake, who served in this position from 1989 to 2008; Associate Professor Monica Noraian, who served from 2008 to 2015; and Associate Professor Richard Hughes, who served from fall 2015 through the present.

According to Drake, teaching history can appear bleak given current emphasis on STEM (Science, Technology, Engineering, and Math) subjects and a degree of public disregard for majoring in history and other liberal arts disciplines. That our students nevertheless want to become history teachers, he claimed, says much about their character and intellectual curiosity. Speaking to what inspires students to study and teach history, Noraian indicated the positive impact of their own high school teachers, and increased public awareness of history thanks to museums, films and television. Once here at ISU, she stated, their interest and passion grow upon discovering the breadth of the courses taught in our department, as well as the methods used to teach history. These instill in them the love of content and desire to share it that teachers must possess. Adding another dimension, Hughes stated that an effective H-SS teacher must have a combination of attributes and skills—not only a grasp of or passion for the facts but also a solid understanding of the nature of the discipline and the ability to model and convey the methods of historians.

More generally, Hughes noted that also crucial to becoming a strong



teacher are excellent interpersonal skills and enjoyment in facilitating the success of others. As Noraian put it simply, teachers must like people. Pointing toward the significance of this mindset for history teachers, Drake said that “qualified teachers must figure out who (their) students ‘are’ as people and how they, as teachers, might inspire (them) to think about history and interweave ... historical thinking ... (with) informed civic life and life-long learning.”

The importance of this is suggested by one critical challenge emphasized by our veteran teachers: the disconnect many young students feel from history. As they observed, the desire for immediate information and the temptation to make swift judgments means that students can see history as too time-consuming and even unimportant, something that has become more pronounced with growing dependence on digital media. Nevertheless, they declared, it can be gratifying to confront this—to educate youth about the fact that they are but a strand within the long line of history, and their world was shaped by the discoveries, sacrifices, and inventions of others.

This is something that our own student-teachers sometimes had to learn given that the discipline can be bound up in politics and yield different interpretations. To enable them to negotiate these, history students at ISU are required to “do history” themselves.

This entails gathering and analyzing a variety of sources upon which to build an argument, and bolstering it with a combination of critical thinking and content knowledge, rather than simply reporting findings.

This approach underscores the nature of history as a “living” discipline and its relevance. According to Drake, the fruitful study of history involves viewing the past as complex and dynamic. Accentuating these facets of the discipline, he noted, might help counter the perception that history is static and a mere storehouse of facts and answers. Challenging our students to “do history” undermines the notion that history is only about learning *what* to think and not about *how* to think.

Suggesting the extent to which our history faculty and directors have instilled these ideas—alongside their passion for history and for teaching, and their aptitude for preparing excellent teachers—one of our former students shared that among their best teaching moments were those “that inspired students to go home and interview their uncle who was in Vietnam, or call up their grandma about the women’s rights movements in the 1960s, or talk to their parents during dinner about a Supreme Court decision.” According to another, “Little things like having students thank me at the end of the year for challenging them and making history more than a parade of dates, names, and dead people makes the job incredibly worthwhile.”

At the same time, our teachers possess aims that extend beyond the discipline; among the rewards of teaching history that new ones enumerated were not only imparting an understanding of the past and how it connects to the present but also helping students to grow into engaged citizens and individuals capable of making positive change in society. Indicating the enduring import of teaching on this broader plane, Drake said, “I’m not sure there’s any other profession that offers an opportunity for young people to blossom as caring human beings.”

2016–2017 Student Awards

HELEN M. CAVANAGH AWARD FOR
BEST MASTER'S DEGREE STUDENT
Katie Lopez
Lorenzo Schiavetta

HELEN M. CAVANAGH AWARD
FOR BEST MASTER'S THESIS
Telisha Reinhardt (U.S. History)

LUCY LUCILE TASHER SENIOR
SCHOLARSHIP
Madeline Farrell
Beau Ott
Eric Siemann

GLEYNafa A. RAY AWARD
Alexandra Jordal
Tyler Petersen
Kelly Schrems

MARK WYMAN SCHOLARSHIP
Nathan Herman
Alicia Rutherford

JAMES TODD WILBORN SCHOLARSHIP
Nicholas Miller

DARREL A. SUTTER AWARD
Jen Schutz
Mike Anglemire

DARREL A. SUTTER STUDENT
TEACHER AWARD
Kenya Sherill

DARREL A. SUTTER TEXTBOOK
SCHOLARSHIP
Julius Pascual

DARREL A. SUTTER WRITING AWARDS
Ryan Owens
Nicole Bromberek
Elizabeth Thompson

KYLE C. SESSIONS HONORS
SCHOLARSHIP
Collin Marcum

WILLIAM AND JEANNE HOWARD
SCHOLARSHIP
Julius Pascual

HARMON RECRUITMENT SCHOLARSHIP
Lizette Gonzalez
Tavius Cooks

LAWRENCE W. MCBRIDE AWARD
Adam Combs
Matt Modrusic

HOWARD ROMANEK HISTORY
SCHOLARSHIP
Anna Maxwell
Jake Lowery

In memoriam—Roy Austensen (1942-2016)



From 1969 to 1992, **Roy Austensen** was a major presence in the Department of History, and at Illinois State University more

broadly before he embarked upon a distinguished career at Valparaiso University, where he served as provost from 1992 to 2009. At ISU he exemplified the teacher-scholar model while carrying a heavy service load. A specialist in Austrian diplomatic history with a Ph.D. from the University of Illinois at Urbana-Champaign, Austensen's

scholarship earned several prizes, as well as prestigious National Endowment for the Humanities, American Council of Learned Societies, and Fulbright fellowships. He was also an excellent instructor who in 1986 received the Alumni Association's Outstanding Teacher in the University Award. Like his scholarship, Austensen's teaching took him to Europe on numerous occasions; he established ISU's study abroad program in Salzburg and participated in our Paderborn program. His impressive service record at ISU culminated in his 1989 appointment as associate vice president and dean of undergraduate studies.

History celebrates history

History turns 100!

During Homecoming Week this past October, the History Department at Illinois State University marked its 100th jubilee with alumni, current students, and former and present faculty. Among the celebrations were a panel in Schroeder Hall, where former faculty spoke about their time at ISU and changes they witnessed over the years. Afterwards, all were invited to enjoy pizza and cake on the Quad.

Ex parte Milligan at 150

History also honored an anniversary with national implications this past

year—the 150th jubilee of *Ex parte Milligan*, the 1866 U.S. Supreme Court ruling that made it unconstitutional to apply military tribunals to citizens while civilian courts are in operation. The occasion was marked in late September by the conference “**The Constitution and Military Commissions in American Wars on Terror.**” Organized by **Professor Stewart Winger**, it included talks by scholars from across the country on various topics related to the historical background of the court decision, the ruling itself, and its immediate impact; workshops for teachers; and a debate



Emeriti panel: John Freed, Mark Wyman, Sandra Harmon, Paul Holsinger, and Mark Plummer

session with high school students. Rounding out the conference were an open house at the David Davis Mansion (the residence of the Supreme Court Justice vital to the ruling) and two keynote addresses.

“Super Tuesdays”

The year 2016 was also noteworthy for *making* American history with the presidential election. In the lead-up to November, as part of the **2016-2017 Illinois State University Speaker Series**, History faculty teamed up with colleagues from other departments to

present interdisciplinary insights into “**Modern Political Movements.**” Our contributors to these “Super Tuesdays” talks were **Professor Amy Wood**, who presented “The History of Voter Suppression in America,” and **Professor Andrew Hartman**, who presented “Modern Political Movements.”

History-Social Sciences Education news

History Education Symposium

This year marked the 10th anniversary of the **History Education Symposium**, which was held at the end of January at Illinois State University, hosted by the Department of History and co-sponsored by the McLean County Museum of History and the Regional Office of Education #17. The theme for this jubilee symposium was “**Setting the Standard: Teaching History and the Social Sciences**” and its keynote address was delivered by **Kevin Cline** of Frankton High School in Indiana, the 2016 Gilder Lehrman Institute for American History National Teacher; the title of his talk was “**Teaching the Past Without Teaching from the Past: Teaching and Learning History with the Digital Generation.**” As always, the

symposium offered workshops on a wide array of topics—with several this year highlighting the integration of technology with pedagogy—and featured both alumni of our program and our own faculty, sometimes in collaboration. Among them, **Professor Richard Hughes** (with Amy Bloom, Judy Bee and John Kostelnick) presented a talk on using historical maps in the classroom; **Professor Monica Noraian** (with Meghan Hawkins and Andrew McDowell) presented on new Illinois Learning Standards for economics and financial literacy; and **Professor Katrin Paehler** delivered a talk on the American illustrated news in Nazi Germany. As director of the program, Hughes led the History Education team in coordinating this event.

Capitol Forum

By Richard Hughes

Since 2013 the Department of History, together with Illinois Humanities, has hosted **Capitol Forum on America’s Future**—with generous funding by the McCormick Foundation—that brings high school teachers, students, scholars, activists, and history and social science teacher candidates to campus to deliberate upon issues of American foreign policy. At the forum this year, held in April, over 150 high students representing 14 high schools from across the state attended breakout sessions in the Bone Student Center that addressed issues like genocide, immigration, nuclear proliferation, terrorism, and both the past and the future of



the European Union. Guest presenters included J.D. Bowers, a historian from the University of Missouri; the Rev. Craig Mousin from DePaul University; Ben Silver from the Citizen Advocacy Center; Clifford Singer, director of the Program in Arms Control and Domestic and International Security at

the University of Illinois; and Maxime Larive, associate director of the European Union Center at the University of Illinois.

Key participants of the Capitol Forum each year are history education students from History 290 who lead small group discussions on case studies in American foreign policy based on the *Choices* curriculum developed at Brown University. Our teacher-candidates also help high school students prepare for a group simulation that mirrors a formal hearing in front of a U.S. Senate Committee on Foreign Relations, as well as collaborate with master social studies teachers from throughout the state to

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obtain invaluable experience about how to promote civic engagement in secondary schools. A number of teachers at Capitol Forum were alumni of our program, including Jason Klok-

kenga, Deb Bertschi, Meghan (Petges) McCoy, Tyler Van Landeghem, Kimberly (Burke) Hoss, and Brad Christie. As in previous years, veteran teachers commended our teacher-candidates

for preparing and leading thoughtful discussions about complex issues facing the nation.

Kyle Ciani: Researching, preserving, and teaching history

By Christine Varga-Harris

In April 2016, President Barack Obama designated the **Belmont-Paul Women's Equality National Monument** in Washington, D.C., a national monument. Formerly known as Sewell-Belmont House, the residence on Capitol Hill had been the headquarters of the National Women's Party (NWP) founded by Alice Paul, author of the original 1923 Equal Rights Amendment proposal. Over the last year, national monument status has increased visitors, resources essential for the preservation of this 200-year-old property, and access to the historical sources housed in the facility. Having been a key gathering place for feminists in the early 20th Century, the house-museum boasts an extensive collection of writings and artifacts related to women's suffrage and equality.



Among the team of historians charged with evaluating the materials in the archives of Sewell-Belmont House was **Professor Kyle Ciani**. Her role in this endeavor began in 2010, by

invitation of the executive director of the NWP, Page Harrington—a former student Ciani had taught at the University of San Diego before joining the faculty at Illinois State University. Ciani has also contributed to the **American Museum of Women's History Congressional Commission** whose mission was to explore the feasibility of a national museum dedicated to women. The findings of the commission, released in November 2016, recommended a place similar in scope to the new Museum of African American Culture and History. Among her activities on this particular project, Ciani participated in a working group aimed at determining how best to coordinate the variety of scholars and institutions that will be essential to “translating academic research into exhibitions” to tell

the diverse histories of American women, as she stated in a recent *ISU News* report by Rachel Hatch.

Funding for the national museum is yet to be determined, but its mandate is clear: to restore to the historical record the labor, life, words, and

creative achievements of women of all walks of life. Besides enriching our understanding of the past, archival materials and artifacts also raise questions about the present, many of which

address controversial issues like reproductive freedoms. A museum devoted to women will approach these concerns through an intersectional lens that embraces the full identities of women and how those multiple positions influenced their choices in life.

These are just the kinds of issues that Ciani addressed in an **Honors Exploration** course she taught this spring. Titled **Diverse Narratives: Contested Displays in the Modern US Museum**, it examined exhibits that never came to fruition precisely because they were provocative. Using case studies like the unrealized Enola Gay exhibition, the course demonstrated the power of history to offer opportunities to discuss subjects that remain pertinent today.

When History majors ask about their employment prospects in the field, faculty frequently list professions in academia, teaching, public history, museum studies and government administration. Her scholarly research, her preserving and making accessible the history of American women in all its diversity, and her commitment to teaching students to think about how sources are displayed or hidden from the public and about historical debates with bearing on our current society makes Ciani a model for the variety of occupations intersecting our discipline.



Faculty awards

In November, the Office of the Provost named **Alan Lessoff** **University Professor**.

A specialist in American urban and local history, and the United States during the gilded age and progressive era, Lessoff has written, co-authored or edited six books—two of which won awards—and published 17 academic articles and chapters. In addition, he has served as visiting faculty at institutions abroad, most recently at the Johannes Gutenberg University in Mainz, Germany, and as editor of the *Journal of the Gilded Age and Progressive Era*, for which he received a national award. In terms of curriculum development, Lessoff led the revision of the urban studies minor at Illinois State University in 2010 and was instrumental in establishing an exchange program with Bilkent University of Turkey. He has also been involved with the McLean County Museum of History, facilitating paid internships for students, as well as curating a new exhibit on urban planning in Bloomington and Normal that is projected for 2019.



His research for this exhibition was the subject of a talk Lessoff delivered in November as **College of Arts and Sciences Distinguished Lecturer for Fall 2016**—yet another great honor bestowed upon him last year—titled **“Downtown Bloomington Is Not Uptown Normal.”** Speaking to a packed audience, Lessoff offered a fascinating overview of both failed and successful development plans, each of which, he convinced, offers insight into the economic circumstances, social trends and best practices that shaped not only the two Central Illinois cities at the heart of his study, but ones with similar traits across the country. Focusing on Bloomington, Lessoff detailed how factors like suburbanization, and the rise of mass shopping centers in the 1950s and interest in historical preservation in the 1970s, shaped the character of its downtown core. He also addressed the question that many locals have long asked: Why *are* Bloomington and Normal so different? In short, due to its relatively sizeable collection of them, Bloomington had to find alternative uses for old buildings as businesses moved from its downtown, something that necessitated constant reinvention (e.g., bringing in new enterprises like

the Coliseum). Meanwhile, Normal, which was less burdened by its existing built environment, was able to concentrate on development—and did so with a vision toward becoming a university town and extension of the ISU campus.

The kind of meticulous research at the heart of his talk is but one of the reasons Lessoff was awarded the title of University Professor. As one of the highest at ISU, this honor is fitting recognition of his prolific and important scholarship, his broad service to our university, local community and the profession, and his mentorship of our student body.

On another note, two faculty members this year were awarded University Research Grants to support their scholarly work. **Professor Linda Clemmons** received a **Summer Faculty Fellowship** to work on her book project, *After 1862: Exile, Trauma, and Survival among the Dakotas, 1863-1866*, and **Professor Christine Varga-Harris** was granted a **Faculty Research Award** to continue archival work in Russia for her proposed book, *“The Life Everyone Would Like to Live”: Soviet Cultural Outreach to Women of Developing Countries, 1956-1982*.

Faculty fellowships

By Issam Nassar, Guest History Faculty, Department of Humanities, Qatar University

Teaching and living in Qatar

I first went to Qatar in 2015 to teach at Qatar University, the main public school in the country. I came from the Middle East so I expected to find a familiar culture. However, I realized quickly that not all the region that we call the Middle East shares a similar character. The Gulf

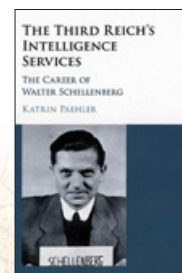


region is very different from the Eastern Mediterranean areas that I hailed from. For one, the desert, with all its beauty, influences culture in different ways. The people of Qatar have a special relationship and bond with the desert—even though the country is a peninsula surrounded on three sides by sea—and this is where they go for their leisure, not the sea, which is the destination of *visitors* to the country.

Also noticeable is the conservative nature of Qatari society, where a strict form of Islam dominates, and family and tribal belongings are essential to

Books published

The Department of History is pleased to announce the following faculty book publication by **Katrin Paehler**: *The Third Reich's Intelligence Services: The Career of Walter Schellenberg* (Cambridge University Press, 2017).



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the lives of the people. Still, Qatar is a country where the native population is roughly only about 10 percent of the entire population, and the Qataris largely keep to themselves. My main interaction outside of the classroom was with people from different backgrounds. Among them are subcontinental Indians, the largest group in the population with numbers double that of natives of the country, followed by

Egyptians and Filipinos. The streets and the shopping centers represent an interesting mix of people from various nationalities, and one is bound to hear more than a dozen languages spoken in public spaces.

Qataris themselves are respectful people and despite their enormous wealth treat even the less affluent with respect. Most of my students at the university are natives. Since many of

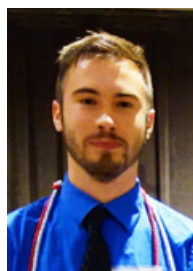
them wear traditional attire (with some of the women covering their faces), it is not hard to spot them among the larger population.

I am glad to have had the opportunity to experience Qatari culture, especially given how different it is from what I am used to, both as a Middle Easterner and as an American. Nothing can better teach one about a culture than direct first-hand experience.

Student spotlight

Robert G. Bone Scholarship Recipient

Beau Ott, a member of the Honors Program who is majoring in both History and Spanish, with minors in Religious Studies and International Studies, was **named a Bone Scholar for 2016-17**.



Ott is also a Presidential Scholar, and has received two department awards—the Kyle C. Sessions Honors Scholarship and the Lucy Lucile Tasher Senior Scholarship.

In 2016, he was inducted into the Phi Alpha Theta honors society; that same year, he studied abroad in Granada, Spain. To cite some of his other noteworthy activities, he has completed an internship in archival methods with Second Presbyterian Church of Bloomington, is an active leader in the Acacia International Fraternity, and serves as a University College academic peer advisor. It is fit-

ting that he was honored with the Bone Scholarship—the highest university-wide award for undergraduate students at Illinois State University. Named for the late Robert G. Bone, president of ISU from 1956-1967, recipients of the scholarship are selected through a rigorous campus-wide competition based on scholarly achievements and engagement and leadership in activities in the University community and beyond.

Student Research Presentations

M.A. student **Erin Barr** represented History and earned the honor of **second place winner of the first Illinois State University Three-Minute Thesis Competition**, held at the Normal Theater in February. The subject of her talk was her thesis “Fortune Will Favour the Brave: Irish Women Come to America, 1845-1870.” An import of University of Queensland, Australia, the competition challenges graduate students to synthesize and present in an accessible manner to a general audience the findings of their scholarship—within mere minutes!

In April, **Barr** again presented her research—this time in the form of a



poster at the **University Research Symposium** held in the Bone Student Center. History overall had a strong presence at this event. The day-long poster sessions included also graduate student **Kerry Garvey** (“The Byline of Europe: An Examination of Foreign Correspondents’ Reporting from 1930 to 1941”) and undergraduate students **Beau Ott** (“Kingdoms of God: The Problem of Latino Pentecostal Eschatology and Social Engagement in America”), **Carli Serpe** (“Orwell and the Effects of the British Empire”) and **Kyle Albright** (“The Performers Who Changed Fashion: Urban and Rural Performers and How they Progressed the Dress Reform Movement, 1890-1920”).

2017 Women’s and Gender Studies Symposium

This year, as co-sponsor of the annual Women’s and Gender History Symposium, the Department of History helped bring to campus **Professor Mariana Ortega (John Carroll Uni-**

versity), who **delivered the keynote address “Bodies of Color, bodies of Sorrow, and Resistant Melancholia.”** Our own students also contributed to the intellectual rigor that always

makes this event such a success. One of the morning sessions—“Race, Gender, Body and Film,” moderated by Professor Kyle Ciani—featured the following two graduate students: **Trumaine**

Mitchell, who presented the paper “Gender and Race: Intersectionality, Black Women, and Rap Censorship in the 1990s” and **Telisha Reinhardt**, who presented “Hair Lineage: The Unawareness of African Hair Heritage in the United States.” In the afternoon, one of our undergraduate students, **Madison Misheck**, presented “The Enlightenment Debate on the Nature

of Women by Rousseau and Wollstonecraft.” In addition to distinguishing each of these students for their excellent work that day, History is also thrilled to congratulate **Reinhardt** for **earning the first-ever Dr. Rhonda Nichol Memorial Book Award for the best graduate student paper**, an honor that was presented to her mid-day at the symposium.

Alumni spotlight—Rachel Carlson

By Linda Spencer

While it may not be the career she planned, it is a very interesting career. Rachael Carlson, M.S. '09, is **director of operations for the Iowa City**



UNESCO City of Literature program. Her undergraduate degree from Southern Illinois University is in cinema and her plan was to make historical documentaries.

Her husband's career took them to Iowa City where Carlson finished her thesis and did an internship at the Iowa City Public Library. When the city was awarded the UNESCO (United Nations Educational, Scientific and Cultural Organization) Creative Cities designation in 2008, she was the right person in the right place with the right credentials for the directorship. Iowa City was only the third city in the world and the first (and only) in the United States to earn this designation.

The history of literature here is rich. In 1867 Mark Twain gave a lecture in Iowa City, and University of Iowa alumni have won 40 Pulitzer Prizes.

As part of her job, she helps orga-

nize the annual Iowa City Book Festival, a six-day celebration of books, reading and writing. This event brings together hundreds of authors from around the world for a week of readings, discussions, and demonstrations. Carlson has personally met several famous authors including Roxanne Gay, Stephen King, Robert Pinsky, Robert Reich, and Marilynne Robinson.

In addition to the huge annual event, Carlson works with several smaller events throughout the year, including a three-day Children's Book Festival, One Book Two Book, created to celebrate young authors, a Bob Dylan tribute concert, World Jazz Day, and the newest event, MusicIC, a chamber music festival. On top of this, Carlson says every book tour comes through Iowa!

When reflecting on her time at Illinois State, Carlson says learning how to do research and judge source materials have served her well. Her advice to current students is “Do really good work—you will stand out.”

Carlson and her husband have a 3-year-old son and spend their free time skiing, camping, and hiking.

Comings and goings

In the fall, the History and Social Sciences Education Program welcomed Sara Piotrowski to the team as the new coordinator of student teaching. Prior to this, since spring 2011, she had been

supervising student-teachers for the program. As a 2003 alumna of the program, she taught at several suburban high schools before making the transition to higher education. Piotrowski

Alumni updates

Shaun Conway '08, recipient of the 2014 Fred Drake Award for alumni teachers, is now assistant principal at Schaumburg District 54.

Daniel Delaney '14, is teaching World History at J.S. Morton Freshman Center, Cicero.

Jay Iden '10, is teaching AP Government at Lakes Community High School where he is also the head boys basketball coach.

Greg Kocourek '07, 7th grade teacher at Bloomington Junior High School, spent the 2016 summer as a C-Span Fellow in Washington D.C.

Ryan Melson, M.S. '16, current law student at DePaul University, has landed a summer job with federal prosecutors in Rockford through a highly competitive process.

Mike Mitchell '10, M.S. '14, is an associate architectural historian at Robinson and Associates, Inc., a Washington, D.C., architectural history/historic preservation consulting firm.

Eric Weldy, M.S. '89, was named vice chancellor for Student Affairs at Indiana University–Purdue University Indianapolis.

Xiaoyuan Zhu, M.A. '86, is a professor in medieval history at Peking University, China.



For more information, visit Homecoming.IllinoisState.edu

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earned her master's in Educational Leadership from the University of St. Francis in 2007 and her master's in history from Illinois State University in 2011. She is currently working on her Ph.D. in the Education Administration and Foundations Department here at



ISU and is also teaching history courses part-time at Lewis University and Loyola University. Piotrowski notes the demanding expectations placed on educators and enjoys preparing future social studies teachers, and she believes our program is doing extremely well. Full of respect for edu-

cators, as a former high school history teacher, she remembers those formative years between finishing college and starting her own teaching career. Piotrowski resides in Shorewood with her husband and their two children. As a family, they enjoy visiting national parks, watching the Chicago Cubs, and listening to the *Hamilton* soundtrack. We are happy to have Piotrowski on board.

After nine years with responsibilities for managing the department office, maintaining History's budget, and serving as the chair's administrative assistant, **Ms. Linda Spencer is retiring.** Spencer brought substantial experience and expertise to the administrative aide job, having previously held the position of executive director of the Red Cross in McLean County.

Even more, she brought to the position tremendous kindness, impeccable professionalism, and an unparalleled



commitment to serve students, faculty, the chair, and ISU. CAS's business manager, Carrie Wieburg, said: "I would clone Linda if I could," so excellent is Spencer's work and so positive is her attitude. Chairperson Crubaugh said: "Spencer is a phenomenal asset to history, and renders the department a great place to work." Best wishes and thanks to Linda, who will be greatly missed.

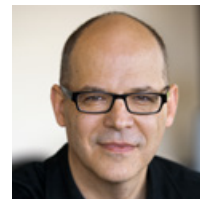
Department hosts events and guest speakers

Over the course of 2016-2017, History co-sponsored numerous talks on campus. In September, teacher and activist **Jesse Hagopian** presented the talk "**Black Education Matters**" on the role of American education in maintaining the school-to-prison pipeline for black youth and looking toward a new social movement for racial justice in the United States. In February, union member and lobbyist, the **Rev. Alvis L. Martin** offered another perspective on the subject of race and opportunity in his **Black History Month** keynote address "**Civil Rights and the Labor Movement: An Alliance Built Out of Necessity.**" Arguing that civil rights and labor rights are indistinguishable, his lecture began with the reminder that Martin Luther King, Jr. had debuted his "I Have a Dream" speech two months before his historic 1963 March on Washington standing before United Auto Workers in Detroit. As Martin demonstrated, the persistent exclusion of blacks from apprenticeships and unions for skilled trades like carpentry, mechanics and plumbing has inhibited upward social mobility. He also linked such forms of exclusion—which curtail

opportunities to professions that pay decent wages—to problems ranging from rising crime rates to diluting concepts fundamental to American culture like merit-based rewards. In the lively Q&A that followed, he asserted that unity benefits white workers and black workers alike, while dividing workers along racial lines has the potential to reduce the condition *also* of white workers. He thereby left the audience with a vision for civil rights that includes basic rights for *all*—in work and in life.

In April, history welcomed **Professor Fredrik Logevall** as our speaker for **The Robert G. Bone Distinguished Lecture Series.** Logevall is Laurence D. Belfer Professor of International Affairs and Professor of History at **Harvard University**, and recipient of the 2013 Pulitzer Prize for History (*Embers of War: The Fall of an Empire and the Making of America's Vietnam*). His talk, "**Making Sense of the Vietnam War,**" focused on the causes of American intervention in Vietnam. Navigating through three successive presidencies (John Kennedy, Lyndon Johnson, and Richard Nixon), Logevall

weighed the various foreign policy and domestic concerns that factored into the decision to send U.S. troops into



Professor Fredrik Logevall

South Vietnam in 1965. Among the considerations he raised were circumstances within Vietnam, the legacies of World War II (including the weakening of European empires like France and the rise of U.S. influence in East Asian affairs), anxieties about appearing "soft" on Communism, and initial public apathy and a fairly agreeable media that together combined to create an atmosphere of permissiveness toward the Americanization of the Vietnam conflict. Especially prominent in his analysis were political partisan goals and personal careerism that predominated over geopolitical interests or idealism about the benefits of U.S. involvement. Such broad deliberation on the myriad factors that played a role in the Vietnam War, Logevall suggested, offers a valuable template for investigating other American conflicts.

Faculty accomplishments

Agbenyega Adedze is preparing an online philatelic exhibition to commemorate the 60th anniversary of Ghana's independence. Currently, he is on a research trip to Ghana.

Kyle Ciani was selected to participate in a 2017 NEH Summer Seminar on "Gender, the State, and the 1977 International Women's Year Conference" held at the University of Houston.

Linda Clemmons published "'We Are Writing this Letter Seeking Your Help': Dakotas, ABCFM Missionaries, and Their Uses of Literacy, 1863-1866," in the *Western History Quarterly*.

Anthony Crubaugh received an Impact Award for the second straight year. The award is bestowed by University College for positive contributions to students' first year experiences.

Andrew Hartman's article, "Culture Wars and the Humanities in the Age of Neoliberalism," appeared in the journal *Raritan*.

Qiliang He published scholarly articles in *East Asian History* and *Twentieth-Century China*, as well as a translation of Li Guanbi's book, *A Short History of the Ming Dynasty*.

Richard Hughes received a SoTL grant to conduct research in Brighton, UK, on "History Teacher Candidates and Discipline-Specific Pedagogy: Theory, Policy, and Practice in England and the U.S."

Kathryn Jasper is revising an article, "The Communication of Reform," for *The Catholic Historical Review*. This summer she again led a study abroad program in Orvieto, Italy.

Ross Kennedy published "The American Experience during World War I" in the *Oxford Research Encyclopedia of American History*. In July he takes over as department chair.

Alan Lessoff is teaching a 2017 summer workshop at the University of Bielefeld, Germany, on the topic of "Public and Local History: Methods, Concepts, and Issues."

Issam Nassar's publications included two scholarly articles in Arabic: "The Centrality of Jerusalem: Lessons from the History of the City" and "On the Writing of History."

Monica Noraian co-authored a \$200,000 grant proposal for ISU to host a 2018 NEH Summer Seminar for High School Teachers on "Interdisciplinary Humanities Perspectives on the Holocaust."

Patrice Olsen presented her research, "Would Silence = Life? Mexican Women in the War on Drugs," at the International Congress of the Latin American Studies Association, Lima, Peru.

Katrin Paehler's newest research, "Gender and Espionage: Hildegard Beetz, the Ciano Affair, and Female Agency," appeared as a chapter in Peniston-Bird and Vickers, eds., *Gender and the Second World War*.

John Reda's book, *From Furs to Farms*, was given an Award of Superior Achievement by the Illinois State Historical Society. He will use a fall 2017 sabbatical to work on his next book.

Touré Reed's essays appeared online in *TheNation.com* and *JacobinMag.com*. He also received a book contract from Verso to publish *Why Liberals Separate Race from Class*.

Richard Soderlund's summer graduate seminar, "Europe's Nineteenth Century: The Making of Western Modernity," constitutes the 25th different course he has taught at ISU.

Sudipa Topdar published an article, "The Corporeal Empire: Physical Education Curriculum and the Politicizing of Children's Bodies in Late Colonial Bengal," in *Gender and History*.

Georgia Tsouvala is a co-author of the 4th edition of *Ancient Greece: A Political, Social, and Cultural History*, which was published by Oxford University Press.

Christine Varga-Harris delivered "Between Friends: The Language of Gender Equality and 'Sisterhood' in Encounters among Soviet and 'Third World' Women" at an international conference held at the University of London.

Stewart Winger is completing his book manuscript, *Lincoln and Internal Improvements*, which is under contract to be published by Southern Illinois University Press.

Amy Wood delivered the keynote address, "Fear and Sympathy in Progressive-Era Criminal Justice: The Strange Case of Jesse Pomeroy," at the American Studies Association of Norway annual meeting in Oslo, Norway.



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